DOCUMENT RESUME

ED 056 166 VT 013 385

TITLE The Secretary's Regional Conferences on Vocational Education, Seattle. Summary, 1971.
INSTITUTION Office of Education (DHEW), Washington, D.C.
PUB DATE Apr 71
NOTE 47p.; Report of the Region X Conference (Seattle, Washington, April 1-2, 1971)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Career Education; *Career Planning; Conference Reports; Curriculum Development; Guidance Services; High School Students; Interagency Cooperation; *Program Effectiveness; Program Evaluation; *Program Improvement; Program Planning; *Student Needs; Vocational Education
IDENTIFIERS Region 10

ABSTRACT

At this Region X conference called by the Secretary of Health, Education, and Welfare, 157 participants from Washington, Oregon, and Idaho met to discuss how career education needs of youth and adults and the needs of the economy are being met by schools in their communities, to determine the role that vocational education is playing in the process, and to identify methods of redirecting education in the 1970's in order to prepare secondary students for immediate employment or further education. The consensus of the 2-day conference was that schools must focus attention on the career needs of all students, not just those going to college. To accomplish this, schools must consider new approaches through revised and broadened curriculums and place considerably more emphasis on guidance and counseling services that aid the student in his career choice irrespective of his desired goal. The education process must be supplemented by and coordinated with other agencies which will provide a continuous process of career selection, preparation, and placement. Other regional conference summaries are available as VT 013 836, VT 013 837, VT 014 204-014 210, and VT 014 228 in this issue. (SB)

ED056166

SUMMARY 1971

THE SECRETARY'S REGIONAL CONFERENCES ON VOCATIONAL EDUCATION

SEATTLE

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

ED056166

TABLE OF CONTENTS

ACKNOWLEDGEMENT 1

LETTER OF TRANSMITTAL 2

PURPOSE 3

DELEGATION OF AUTHORITY 4

DISCUSSION GUIDE 5

INTRODUCTION 6

OVERVIEW OF CONFERENCE 9

SUMMARY 11

APPENDIX 14

CONFERENCE FORMAT 15

EXCERPTS FROM CONFEREES 19

RECOMMENDATIONS 21

OPINIONNAIRE . (Part I) 23

(Part II) 27

STRENGTHS AND WEAKNESSES 34

SPEAKERS 36

PANELISTS 36

PARTICIPANTS 37

THE SECRETARY'S REGIONAL CONFERENCE

ON VOCATIONAL EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

OFFICE OF EDUCATION

VOCATIONAL - TECHNICAL EDUCATION

REGION X

WASHINGTON PLAZA HOTEL
SEATTLE, WASHINGTON
April 1-2, 1971

ACKNOWLEDGEMENT

A conference of this magnitude requires the involvement and cooperation of many people. To single out any one individual for special recognition when so many were involved is an impossible task.

The staff of Vocational Technical Education in Region X acknowledges with gratitude the willing contributions made by the Regional Director and his staff, the Regional Commissioner of OE and his staff, all Speakers, Panelists, Group Leaders and Recorders. A special word of thanks is extended to the conference participants whose attendance reflected their keen interest in making vocational education a vital component in a total quality education effort.

OPTIONAL FORM NO. 10
MAY 1962 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : Honorable Elliot Richardson
Secretary
Department of Health, Education & Welfare

DATE: April 15, 1971

FROM : B. E. Kelly, Regional Director
Region X

SUBJECT: Secretary's Conference on Vocational Education - Region X

We transmit with this letter a summary report of the Region X Conference on Vocational Education.

There were many worth-while comments and recommendations made by the Speakers, Panelists and Conferees, which should provide some answers to your queries about Vocational Education. It appears that if we are guided by the thoughts of the people who participated, a strong educational program will emerge, a program in which Vocational (or Career) Education will be an integral part.

B. E. Kelly
Regional Director

5010-108

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

SECRETARY'S REGIONAL CONFERENCE
ON
VOCATIONAL EDUCATION

PURPOSE

In an effort to provide completely satisfactory answers to questions asked about vocational education, Secretary Richardson recommended that a series of ten Regional Conferences be held.

This conference was designed to bring together knowledgeable and concerned people to discuss how the career education needs of youth and adults and the needs of the economy are being met by schools in their communities; to determine the role that vocational education is playing in the process; and especially to identify methods of redirecting education in the 1970's in order to prepare every secondary student for immediate employment or further education.

Answers to the questions on these several points should lead to quality vocational education which will fulfill the needs of all students.

DELEGATION OF AUTHORITY

On January 3, 1971, the Secretary directed Commissioner Sidney P. Marland to hold ten Regional Conferences to gather facts about vocational education that are not now available. The Secretary felt that this had considerable importance and magnitude and should be accomplished by the Office of Education before the end of the current fiscal year.

In Region X, Mr. Sam Kerr, Vocational Technical Education, Senior Program Officer, working closely with the Regional Commissioner, William E. McLaughlin, provided the leadership for planning and implementing the conference utilizing the entire staff of the Office of Education.

Region X Conference was held at the Washington Plaza Hotel, Seattle, Washington, on April 1 and 2, 1971.

DISCUSSION GUIDE

In order to realize the purpose of the Conference, objectives were developed which focused on specific issues relevant to vocational-technical education. Speakers addressed themselves in General Session to these issues, giving an overview of the situation and identifying possible courses of action. Panelists then reacted to the presentations in order to further clarify the issues and provide background and stimulation for group discussions. After each General Session, participants met in groups of twenty or fewer people to direct their attention to an in depth discussion of the issues and objectives. It was not the intent of the Conference to limit discussion rigidly to the scope and format of these topics. Free flowing discussion was encouraged to elicit comments, suggestions and recommendations on each of the issues presented.

The following objectives were developed to aid discussion groups in treating issues and exploring potential existing in vocational-technical education.

1. The present status of education in meeting the career education needs of youth and adults.

2. The present status of total educational system in meeting manpower needs.

3. The relevancy of vocational education in meeting the needs of the economy.

4. The relevancy of education to meeting the career education needs of youth.

5. The relevancy of education to meeting the career education needs of adults.

6. Vocational Education for the 70's.

INTRODUCTION

This, the 55th year of Federal Aid to Vocational Education, years which have seen radical, technical, industrial, occupational and social changes, seems to be a strategic time to once again review the accomplishments and weigh the strengths and weaknesses in administration and implementation which have been revealed during this time.

There have been five national study committees or commissions appointed by Presidents or the Secretariat prior to and since the basic legislation of 1917 - the most recent of which was the panel of consultants appointed by President Kennedy in 1961. Each of these groups was charged with the responsibility of determining the extent to which Vocational Education was reaching its objectives, and to recommend methods of strengthening.

President Kennedy expressed his feelings on Vocational Education and the need for a study in this statement to Congress:

> "The National Vocational Education Act, first enacted by Congress in 1917 and subsequently amended, have provided a program of training for industry, agriculture and other occupational areas. The basic purpose of our Vocational Education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these acts with a view toward their modernization."

As a result of the studies and the ensuing reports from two of the committees, major Federal legislation affecting vocational education was approved by the Congress.

The actions of the commission on national aid to vocational education appointed President Woodrow Wilson in 1914 resulted in passage of the Smith-Hughes Act of 1917 and the report of panel of consultants appointed by President Kennedy in 1961, led to the Vocational Education Act of 1963.

By contrast, the emphasis in 1917 was on occupational needs in the areas of Agriculture, Home Economics and Trades and Industry, while the 1963 Act focused more on the personal needs of individuals. This is in line with the "personal centered" concept of Vocational Education expressed by the panel, which centers on people who need skills rather than on occupations that need skilled people.

Of all the panel's recommendations, two conceptual changes were most important. The first was the concept that vocational education must be redirected from training in a few selected occupational categories to preparing all groups of the community for their place in the world of work, regardless of occupation. Secondly, the panel insisted that vocational education must become responsive to the urgent needs of persons with special difficulties preventing them from succeeding in a regular vocational program.

On August 20, 1970, the National Association of Manufacturers submitted its fact-finding study report conducted at the request of the Assistant Secretary for planning and evaluation. The study involved on-site interviews with local administrators, teachers and counselors in 18 urban centers from New York to California and Minnesota to Texas. The NAM report brought out many of the weak and strong points in vocational education's effort to meet the educational and training needs of people.

A recent memorandum to Secretary of HEW Richardson from Presidential Assistant Ehrlichman raised some questions concerning the effectiveness of vocational education in fulfilling the purposes of the 1968 Amendments. These questions seemed to cause concern among those assigned to respond and finally resulted in the Secretary's request for fact-finding conferences to provide the answers. This is the second of ten conferences to be held nation-wide between now and June to fulfill the Secretary's request.

It is hoped that these sessions will provide the answer to the questions requested by the Secretary which will lend directions for providing quality vocational education geared to meet the needs of all students.

This conference is designed to bring together knowledgeable and concerned people to discuss how the career education needs of youth and adults and the needs of the economy are being met by schools in their communities; to determine the role that Vocational Education is playing in this process; and especially to identify methods of re-directing education in the 1970's to prepare every person for immediate employment or further education.

Questions

1. What are the strengths and weaknesses of current Vocational Education programs? To what extent do the weaknesses reflect adminstrative shortcomings rather than legislation?

2. What is the proper relationship between vocational education and other federal programs particularly in Manpower and Higher Education?

3. How can federal vocational education programs best reflect the administration's interest in (a) the "income strategy" and (b) the new Federalism and (c) the blue collar worker?

4. To what extent could substantial improvements in vocational education be made within current levels of expenditure?

5. How can federal vocational education programs best serve as a catalyst for reform in the often moribund state vocational education agency without violating the principles of the new Federalism?

6. How can the longstanding conflict that exists between HEW and DOL in this field be eased, and administration of vocational education be correspondingly simplified?

OVERVIEW OF CONFERENCE

A student comments that "education by endurance" is the best description he and his peers can give of current secondary school requirements. "The curriculum offerings are often meaningless and lead the student nowhere in particular." A large city Mayor accuses the educators of being unresponsive to the opinions of the citizenry and, if fact, operating within a shroud of secrecy. Others relate the need for revision in the educational structure to provide more meaningful programs for all students. Quality, flexibility, coordination, accountability, career, vocational and delivery systems were words heard frequently during the conference in reference to needs and recommendations. Words of caution warned about swinging the pendulum too far in one direction or another when suggesting that Career Education replace General Education.

Coordination of many agencies including Health, Education, Labor, Welfare, Handicapped is essential if we are to provide a strong career education program that will meet the needs of all students.

The belief that the college degree is the only key to a successful life must be relegated to its proper place in the annals of history and replaced by an understanding that all education is career education and that job satisfaction is enjoyed not only by the physician, but also by the technician and custodian. There must be a sustained effort on the part of teachers and counselors to develop youngsters as they naturally tend to develop, using their potential talents, whether these lead to college or more immediately to the work place.

The atmosphere of the conference enabled the student, laborer, industrialist, farm operator, professional and politician to alert the educator to their concerns for the education of all students. Each of these expressed a need, and desire, to contribute to the development of educational programs through representation on advisory groups.

Education alone cannot be held responsible for all phases of manpower problems. Data on labor status and outlook, obsolete or emerging jobs, needs in health, technical, craftsman and the many occupational areas must be supplied by other agencies. So, too, must recommendations on curriculum development, needed skills and job entry requirements. The educational institution can be expected to provide a system which coordinates the input from all sources, in keeping with good pedagogical principles.

Education cannot be merely a series of different experiences and methods provided at levels which correspond to the chronological age of the student, but rather as a continuous process designed to fit the individual needs of each student. This then becomes true "career education". No euphemism can replace a quality education program that meets

the particular requirements of each student. Elementary, Secondary, Post-Secondary, Adult should not be considered as plateaus of learning with a demarcation line separating each, but rather as stages of development in a continuous process of preparation for the world of work.

There seems to be a need for a National Information Center on available jobs and trained people. "We are not informing people of the availability of jobs, nor are we advising them of the methods for obtaining jobs.

These thoughts seemed to permeate the session and coincide with the suggestions that mass media be utilized to inform and to change attitudes. Although the mass media is a powerful means of reaching people, word of mouth advertising must be recognized as a powerful force. News of good things being done can spread rapidly when the beneficial effects are recognized by the individual We should be able to supply the requests as students come to our doors seeking the good programs they have heard about.

SUMMARY

OBJECTIVES:

To what extent does the present program of education meet (a) the career education needs of youth and adults (b) manpower needs and (c) the economy.

Although the conference was designed to discuss five principal objectives and to report on each separately, a review of the reports dictates a more coordinated report. The discussions seemed to overlap several objectives and any attempt to report on each separately would involve much repetition and redundancy in the report.

In considering the question of the effect of career education on the youth and adult, we are at the same time exploring its effect on manpower needs which has a direct bearing on the economy.

"The need to stimulate more public awareness and information about occupational education should be abundantly clear to all of us. The over-emphasis on preparation for college tends to de-emphasize preparation for work."

As a society, we have been reluctant to set in motion the type of information system to determine what our manpower needs are. The present national system for determining gross and specific un-utilized skills and gross and specific unfilled demands for skills, on a current, much less a projected basis, is totally inadequate. A significant part of this inadequacy stems from the fact that a large segment of our economy which should be making valuable inputs into such an information system is not doing so."

"As a businessman, I understand something about the need for a pool of food technologists and of traffic engineers and lawyers and secretaries, but I reject out-of-hand the notion that in a democratic society I have any business in complaining that there is a shortage of food technologists in my industry and, therefore, it is an obligation of public education to supply them. If the pool of food technologists begins to dry up, I'll do either one or both of two things. I'll pay more for the job and thus encourage more bright-eyed interest in food technology, or I'll train my own."

"What I don't want to do now or ever, is tell school boards that what we badly need is aerospace engineers and people skilled in related technologies, and its up to them to supply the bodies. What I do want to do is have sensitive and knowledgeable counseling and guidance service people to help the individual to gear his own needs and aspirations and capabilities to the needs of society."

These statements drawn from the text of three speakers seem to succinctly state the general feeling that prevailed throughout the

conference. Schools must focus as much, if not more, attention on the career needs of all students, not just those who will journey through college to reach a professional goal. To accomplish this, they must consider new approaches through revised and broadened curricula, and place considerably more emphasis on guidance and counseling services that will truly aid the student in his career choice irrespective of his desired goal. The education process must be supplemented by and coordinated with other agencies which will provide a continuous process of career selection, preparation, and placement. All agencies working together should provide the essential labor pools and information systems, industrial training and placement and basic educational foundations, and all, in turn, must accept the responsibility for placement of the individual on jobs which provide the satisfaction necessary for a healthy society. In this joint effort, each segment makes its contribution to the total end product, and the educational system alone cannot be held accountable for all the deficiencies.

One important aspect of the educational process is the factor of motivation and attitude. "The culturally disadvantaged who does not have a marketable skill, and the displaced technician or engineer have one thing in common: both need a change of attitude and motivation to prepare for a skill or a change of skill."

"We are faced with the problem of giving vocational training the respectability it deserves as an important part of our life pattern."

"When we entered the space age, we lost our perspective and became ashamed of working with our hands. We have more scientists now than we have laborers. We have to restore the balance and respect the laborers as much as we respect the scientists."

The great American fantasy that the college education is the best, and perhaps the only way to have a successful and productive life, is reinforced by the influence of higher education. At the present time, the admission requirements to the Universities almost completely dictate elementary and secondary education."

The message to educators comes loud and clear, and should be accepted as a challenge to provide a system which will overcome the apparent weaknesses. Our educational system must be made as flexible as the needs of its students dictates. "The curriculum and attendance expectations of the present era must be replaced with a system that meets the modern quest for relevance, which permits changes in career directions without complete re-education." Concern for career education must begin in the elementary school and not wait until the student is either a drop-out or about to enter college. Our tendency to give students vocational education only after we have given up on them as "serious students" is a volatile combination that we must change whether we are educators, businessmen, federal officials, parents or merely citizens."

"It appears that we must devise better methods of accountability used by educational institutions to assess program effectiveness, because manpower needs must be met. "Unless we utilize student follow-up information and state employment data we can neither be aware of nor assess our community needs."

A statement by a representation of the Umatilla Indians Confederate Tribes seems to express the need for total involvement in the decision-making process. "I feel that the motivation of our people to get further education and training to better fit into society and contribute to our economy, the school systems near reservations should have Indians included in the decision-making of school boards to better relationships between the white community and the Indians."

These general expressions, although not in a coordinated format, seem to convey the message that the present educational system is not adequately orienting youth to the world of work because the public has not demanded that this type of instruction be provided, and the educational institution has not sought input from outside. The communications gap between areas of education--elementary, secondary, post-secondary--and between education, business and industry is detrimental to the career education needs of students.

A major inference that might be drawn from an analysis of the conference, if the present educational system is to fulfill its mission, is the need for a coordinated effort and improved communications among all groups with responsibilities for the educational process, and this would seem to include the total community.

APPENDIX

SECRETARY'S FACT-FINDING CONFERENCE ON VOCATIONAL EDUCATION
REGION X
WASHINGTON PLAZA HOTEL, SEATTLE, WASHINGTON
April 1-2, 1971

Conference Agenda

Thursday, April 1, 1971

8:00 - 9:00 — Registration:
Allen Apodaca,
ABE Program Officer

9:00 - 9:10 — Opening Session
Bainbridge Room
Chairman - William E. McLaughlin
Commissioner, OE - Region X
Welcome - Bernard E. Kelly
Director, HEW - Region X

9:10 - 9:15 — Greetings from Secretary:
Dr. John S. Zapp
Deputy Assistant Secretary
for Health Manpower
Office of the Secretary
Washington, D.C.

9:15 - 9:20 — Welcome from OE - William E. McLaughlin
Commissioner, OE - Region X

9:20 - 9:30 — First General Session
Chairman - Sam Kerr
VTE Sr. Program Officer

Conference Procedures:
Chairman

9:30 - 9:50 — Topic: The present status of education in meeting the career education needs of youth and adults.

Speaker - Dr. Orval L. Bradley
College of Southern Idaho
Twin Falls, Idaho

Agenda - Page 2

9:50 - 10:10 Topic: The present status of total educational system in meeting manpower needs.

Speaker - Mr. Ernest La Palm
Assistant Commissioner for Field Operations
Employment Security Department
Olympia, Washington

10:10 - 10:30 Panelists:

1. Dr. Robert Faine
Regional Dental Consultant
NIH-BHME
Seattle, Washington

2. Mr. John Schultheis
Spokane Bank of Cooperatives
Spokane, Washington

3. The Honorable Wes Uhlman, Mayor
Seattle, Washington

10:30 - 11:00 Break

11:00 - 12:30 Discussion Groups

12:30 - 2:00 Lunch

2:00 - 2:20 Second General Session - Bainbridge Room

Topic: The relevancy of vocational education in meeting the needs of the economy.

Speaker - Mr. Fred T. Haley
President
Brown & Haley, Inc.
Tacoma, Washington

2:20 - 2:40 Panelists:

1. Mr. James Williams, Director
Seattle OIC
Seattle, Washington

2. Mr. Lyle Rader, Farm Operator
Tacoma, Washington

3. Mr. John Spellman
King County Executive
Seattle, Washington

Agenda - Page 3

2:40 - 3:00 Break

3:00 - 4:30 Discussion Groups

Friday, April 2, 1971

9:00 - 9:40 Third General Session - Bainbridge Room

Topic: The relevancy of education to meeting the career education needs of youths.

Speaker - Mr. Tim Renberg
High School Division, DECA
Olympia High School
Olympia, Washington

9:20 - 9:40 Topic: The relevancy of education to meeting the career education needs of adults.

Speaker - Mr. Sam T. Martinez
Office of Minority Affairs
Chicano Student Division
University of Washington
Seattle, Washington

9:40 - 10:00 Panelists:

1. Mr. Carroll Fader
Ketchikan Gateway Borough Schools
Box 2550
Ketchikan, AK 99901

2. Mr. Phillip Rockefeller
Assistant Regional Director
Health, Education & Welfare
Seattle, Washington

3. Mrs. Harriet S. Jaquette
State Advisory Council on V.E.
9616 S. E. 34 St.
Mercer Island, WA 98040

10:00 - 10:30 Break

10:30 - 12:00 Discussion Groups

12:00 - 1:30 Lunch

Agenda - Page 4

1:30 - 1:50 — Fourth General Session - Bainbridge Room

Topic: Vocational Education for the 70s

Speaker - Dr. Edwin L. Rumpf, Director
Division of Vocational and Technical Education
BAVTE
Washington, D.C.

1:50 - 2:10 — Panelists:

1. Dr. John R. Marks, Director
Division of Mental Retardation & Child Development
Boise, Idaho

2. Mr. Louis O. Stewart
Education Director, AFL-CIO
Washington State Labor Council
Olympia, Washington

3. Mr. James Henderson, Director
New Careers Project
Seattle, Washington

2:10 - 3:00 — Floor Discussions - Bainbridge Room

Reactions from the Participants

3:00 - 3:15 — Summary and Closing Remarks:

Mr. Thomas E. McLaughlin
Deputy Regional Director
HEW - Region X
Seattle, Washington

EXCERPTS FROM CONFEREES

How do we get a central area resident, in Seattle for example, into the system--into the establishment, and get their thinking as to how they think this ought to be changed and broken open from what appears to be a semi-closed society into a more open one?

How do we respond to the dead-end jobs--how do we make this base more flexible? How can workers move from one area and specialty to another without going back to school again for complete retraining?

At all levels we have an increasing demand for new types of skills to meet the problems in the areas of environment, transportation, public health, and others. We have a surplus of literally thousands of highly trained aerospace oriented engineers, chemists, and the like--people who need to be channeled into these new areas.

We are faced with the problem of giving vocational training the respectability it deserves as an important part of our life pattern.

It would help these displaced adults accept the idea of retraining if we could change the symbol of secondary education from "teenagers" to "people," regardless of age.

The culturally disadvantaged who does not have a marketable skill and the displaced technician or engineer have one thing in common; both need a change of attitude and motivation to prepare for a skill or a change of skill.

We have to restore the balance and respect the laborers as much as we respect the scientists.

Present structured education system is adequate, but that is not enough, and vocational education is the way to improve it. We are not educating the whole man in high school.

How can adults bridge the gap in regard to the educational needs of the students today? Vocational education can play a major part in helping a student decide what he wants to do.

Look at the community college as a place to acquire a skill, but the universitites still have important roles as 4-year colleges.

The great American fantasy that the college education is the best, and perhaps the only way to have a successful and productive life, is reinforced by the influence of higher education. The only thing that is going to change the whole system in this country is fiscal muscle--not the local teachers.

One of the most critical problems is the matter of the methods used by instructors in the junior colleges to train disadvantaged people and older people.

In regard to vocational education for the handicapped, we need a team effort between people in vocational education and people in special education.

Bring out a statement of our goals and the criteria by which to measure our achievement. There are three points which must be critical parts of your goals and objectives:

1. The greater involvement of employers and private schools.

2. Leadership development and teacher education.

3. Evaluation of the whole

Vocational education is an elected event, and we need to keep this in mind.

Our tendency to give students vocational education only after we have given up on them as "serious students" is a volatile combination that must change whether we are educators, businessmen or federal officials, parents, or merely citizens.

Present programs of education are not adequately orienting youth to the world of work because the public has not demanded this change to come about in our educational systems. The educational institution has elected to remain a separate entity and has not sought outside input for change.

A need exists for a National Information Center on jobs and available trained people. We need to remember that exposure to the world of work is not saying "force children to make an occupation choice."

All of vocational education should be under the HEW and not mixed up with other agencies. Change certification of standard of all teachers and counselors to include more background in occupational areas, especially to include some work experience.

Design and implement a program intended to get every secondary school to assume responsibility to work with appropriate agencies to bring about placement of every student who leaves high school whether by graduation or otherwise. Allow all vocational teachers to return to their industry in selected jobs to upgrade their job skills.

Decrease in Federal funds 50% for higher education and add to vocational funds.

RECOMMENDATIONS FROM CONFERENCE

What about vocational education in the career of homemaker and parent? Vocational home economics be required for both boys and girls because it is important that the role of homemaker be shared by both men and women.

The educational community itself should take the responsibility to be critical of its own attitude that vocational education is not as important as the academic education.

The image of adult education should be changed from the less intelligent adult to one who is working to improve himself.

Children must no longer be required to make a binding career decision at the age of fourteen or thereabouts, so our educational system must be as flexible as the needs of its students.

Better methods of accountability must be used by educational institutions to assess all educational program effectiveness, etc, because manpower needs must be met.

The school systems near Reservations should have Indians included in the decision making of school boards to better relationships between the white community and the Indians.

The total educational elementary, secondary staff needs to be oriented to occupational training "Non-graded school" - no grade levels - provide services needed by all when they need and want it.

Education can only operate on basis of solid information available on the economy and the work force or reasonable predictions. Educators need to listen to youth to get clues to interests, philosophy, etc. if relevant curriculums are to be planned.

Work experience programs should be more carefully planned. More options should be made available rather than lock students in 1 or 2 work experiences. Should design and implement a plan for systematic followup of students leaving secondary schools and community colleges (whether by graduation or otherwise) including the identification of why each student leaves and where he went.

Articulate secondary and post-secondary career training programs, i.e. community colleges, vocational-technical schools, high schools. Improving attitude of staff and students in the following areas:

(A) value of self
(B) value of education
(C) develop positive attitude toward world of work
(D) ability to accept postponed rewards

All education is inadequately funded and the density of living conditions make it impossible for property tax to form the base.

Before leaving school, every student needs experiences in taking responsibility for himself. Schools should continue to develop citizens committees for examining the education program and suggesting changes to keep education relevant to the surrounding community.

Assume leadership in planning and activating a program of inservice training for board members, administrators, guidance and counseling personnel at the elementary, secondary, community college and higher education levels to develop understanding and agreement upon an appropriated philosophy of education to meet the needs of today and for the 80's.

Regular regional working conferences for sharing of program development status and progress in career education. Strategies for change will be a focus of such conferences.

Require vocational education boards, made up of students, professionals, laymen and representatives from industry as curriculum consultants for vocational education.

Have re-training as an accepted actuality for the future.

Develop mass-media procedure to publicize and upgrade vocational education.

Integrate youth organization with classroom instruction through teacher awareness.

Provide advanced funding to enable program planning and operation that is realistic rather than crash programs and remedial.

Emphasize cluster program.

Prepare for increased leisure time, i.e. shorter work week and lower retirement age.

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

Views of Conference Participants - Part I

Introduction

The purpose of this document is to assure that every person has a chance to express his opinion about the educational system of his community. Your contribution is voluntary and should be given in terms of your experience.

Directions

Indicate your answer(s) in the appropriate space(s) with a check mark (x).

1. Which of the following statements most accurately describe vocational education?

   4% It has value for only the non-college bound student

   58% It has value for every student

   7% Emphasis in vocational education is on manual skills

   6% It has the status of academic education

   70% Vocational education is preparation for work as well further education

2. Have you ever taken courses in vocational education? 71% Yes 25% No At what level?

   5% Grade school
   50% High School
   17% Two year college
   39% Four year college

3. If you did not take courses, why not?
   14% They were not available
   8% Preferred to take courses needed for college admission
   7% Not interested
   2% Advised not to
   ___ Grades not high enough
   ___ Other, specify_____

4. Do the schools offering vocational programs in your community also have a job placement service? 43% Yes 49% No

5. Do you want your children to take

11% Vocational education

8% college preparatory subjects

75% both vocational and college preparatory subjects

12% does not apply

6. Would you support the spending of more money for vocational education in your community? 93% Yes ____ No. If yes, should increased money come from

87% Federal government

83% State government

63% Local government

70% Private industry

19% Tuition

____ All of above

5% Other, specify Redirection of present funding of Aid to schools. Unions, private funding organizations. Lottery.

7. Are there programs of vocational education available in your community? 95% Yes 2% No. If yes, at which of the levels listed below are vocational education programs provided?

31% Junior high school

88% High schools

66% Junior college

70% Evening Adult Program

19% Industrial Plant Schools

21% College

____ Other, specify Private vocational school, Area vocational school community college, OIC.

8. Have you ever advised or participated in deciding what educational courses should be offered in schools? 78% Yes 20% No. If yes, did you participate as a

20% Parent

10% Employer

6% Student

3% School Board Member

____ Other, specify See attached.

9. Should there be greater emphasis on introducing the world of work in elementary school? 95% Yes 5% No

10. Have you ever visited a vocational school? 94% Yes 4% No

11. Check the category which most accurately describes your interest at this conference.

3% Employer

69% Educator

13% Student

17% Other, specify Rehabilitation Specialist, Parent, Indian Tribal Government, Manpower Specialist, Teacher Educator, Board of Education Member, Advisory Committee Member, Vocational Association, State Professional Education Organization, Government Employee, Attorney, Counselor.

2% Employee

2% Unemployed

ATTACHMENT for Item No. 8

Other, specify--Teacher, Consultant, Advisory Committee, Vocational Educator, Counselor, Educator, Teacher Educator, Assemblyman, Social Education, Citizen, Federal Employee, Board Trustee.

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

Views of Conference Participants - Part II

In order to assure that all participants at this conference have the chance to express themselves about issues in vocational education and to learn more regarding how people think about these issues, the following questions were designed. If you like, please take this opportunity to contribute your ideas based on your community and your own experience. There is no need to identify yourself.

Objective 1

To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

1-a. To what extent does the present school system in your community pvovide services for students entering the world of work immediately upon leaving school?

3% Most students looking for work have a job skill by the time they leave school.

24% About one half of the students looking for work have a job skill by the time they leave school.

73% Few students looking for work have a job skill by the time they leave school.

1-b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

34% Most students are prepared for further education by the time they leave high school.

51% About one half of the students are prepared for further education by the time they leave high school.

15% Few students are prepared for further education by the time they leave high school.

1-c. Is the present school system in your community providing adult education for:

o re-entering the work force	68%	Yes	32%	No
o retraining to remain in the work force	72%	Yes	28%	No
o training for advancement in the work force	65%	Yes	35%	No

1-d. Is the present school system in your community providing education in preparation for work to the following:

minorities	58% Yes	42% No
school dropouts	62% Yes	38% No
handicapped	77% Yes	23% No

What are the strengths and weaknesses of the present school system in meeting the career education needs of youth and adults in your community?

Objective 2

To assess the extent to which the present total program of education meets the needs of the economy.

2-a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

30% Most training programs are directed to the job demands of the community.

36% About one half of the training programs are directed to the job demands of the community.

34% Few training programs are directed to the job demands of the community.

2-b. To what extent do the major employers in your community hire persons trained by the schools of the community?

39% Most employers are able to locate the employees they need from the local schools.

37% About one half of the employers are able to locate the employees they need from the local schools.

24% Few employers are able to locate the employees they need from the local schools.

2-c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

22% Most schools are flexible enough to provide the new training programs requested by employers.

14% About one half of the schools are flexible enough to provide the new training programs requested by employers.

64% Few schools are flexible enough to provide the new training programs requested by employers.

2-d. To what extent do employers work with the schools to define manpower needs and to participate in developing programs to meet these needs?

30% Most educational programs have active employer participation in the development of their curriculums.

24% About one half of the educational programs have active employer participation in the development of their curriculums.

46% Few educational programs have active employer participation in the development of their curriculums.

What are the strengths and weaknesses of the present school system in meeting the needs of the economy in your community?

Objective 3

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

3-a. To what extent should vocational education be available to high school students.

88% Most high school students should enroll in vocational education courses.

10% About one half of the high school students should enroll in vocational education courses.

2% Few high school students should enroll in vocational education courses.

3-b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

79% Resources should be shared among public schools, private schools, business, and industry.

9% Public and private efforts should be coordinated only for special groups, i.e. unemployed, handicapped, minorities, etc.

12% Public and private resources should be kept separate.

3-c. To what extent should job placement services be available to persons leaving school? Job placement services should be available for:

90% Most students

6% About one half of the students

4% Few students

3-d. To what extent should vocational counseling be available to high school students?

98% Most high school students should have vocational counseling.

2% About one half of all high school students should have vocational counseling.

0% Few high school students should have vocational counseling.

Suggest what the role of vocational education should be in meeting the career needs of youth, adults and the economy.

Objective 4

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

Directions

Check (√) the items listed below which would improve the efficiency and effectiveness of the educational system. Add items which have been omitted.

79% Integrate general and vocational education.

20% Contract with private schools to help prepare every person for employment or further education.

59% Provide incentives for private industry to help prepare every person for employment or further education.

37% Develop multi-media instructional materials for use in the home to prepare every person for employment or further education.

52% Expand the school year to 12 months.

17% Provide parents with educational vouchers for purchasing the instructional services desired for their children.

21% Other, specify.

Objective 5

To identify the areas of improvement in the total educational system for which vocational education should be responsible.

Directions

Check ( ) the items listed below for which vocational education should be responsible; add items which have been omitted.

86% Orientation to the world of work

77% Work study experience throughout junior and senior high school

57% Assuring every student a marketable skill

84% Vocational counseling for all students

82% Educational credit for work experience

37% Educational credit for home study

81% Vocational exploration to facilitate occupational choice

49% Appreciation of ethnic cultures

81% Occupational preparation of post secondary students

86% Occupational preparation, retraining, and upgrading of adults

14% Other, specify

STRENGTHS AND WEAKNESSES EXTRACTED
FROM QUESTIONNAIRES

STRENGTHS	WEAKNESSES
Greater number of students served.	Not reaching all youth.
Improved acceptance of vocational education, by both youth and public.	Lack of funds.
Secondary education staff interests are moving toward career orientation.	Lack of personnel.
Facility design is more complimentary toward comprehensive schools.	Lack of orientation K-9.
Many students in coop work study programs remain with firms after graduation.	Not enough cooperative education.
College cooperation for career education.	Failure of schools to promote vocational education.
Inter-disciplinary trend.	Vocational Counseling.
Minority implementation of ideas.	Limited Adult Education.
Continuing education concept acceptance.	Adequate employment opportunity.
Post-Secondary education.	Basic subjects.
Confidence in system still apparent.	Perpetuation of the system.
Parent awareness of need for vocational education is increasing.	College oriented education.
Female training for world of work.	Youth need opportunity for total picture of careers and career education.
Advisory Committees.	Limited program variety.
Skill training.	Conventional orientation to learning.
Adult re-training.	Lack of facilities.
Adult Basic Education.	Proper utilization of existing facilities.
GED Testing.	Work training on High School level.
	Too much emphasis on transfer programs.

STRENGTHS

Community College System

Office Occupation Education

Commitment Toward Expansion of Basic Vocational Education Programs.

Pre-vocational Handicapped Programs.

Teacher involvement in Work supervision, employer contacts and student counseling.

Cluster Programming.

Work orientation.

Job experience for handicapped.

Post-Secondary Programs.

Migrant Programs.

Dedication of staff members and Program Supervisors.

Vocational Technical Institutes.

Employment Service cooperation.

Pre-vocational programs.

WEAKNESS

Adequate Budgeting

Lack of bridging gap between vocational education and general education.

Restricted number of vocations.

Lack of community commitment to comprehensive program.

Correlation of student work programs.

Relative education that is meaningful.

Fragmentation of education responsibilities.

Selling vocational education to students, educators, parents and general public.

Too much emphasis on agriculture programs.

Too little consideration given to individual interest.

Coordination of programs with community resources.

Correlation of manpower needs with the changing economy.

Full utilization of vocational education.

Lack of skill training.

Manpower information.

SPEAKERS

Mr. Orval Bradley
College of Southern Idaho
P. O. Box
Twin Falls, ID 83301
733-9554

Mr. Ernest LaPalm
Asst Commissioner for Field
Operations, Employment Security Dept.
Olympia, WA (753-5149)

Mr. Fred T. Haley, President
Brown & Haley, Inc.
Tacoma, WA

Mr. Tim Renberg
Distributive Education Clubs of
America, Olympia High School
Olympia, WA (753-7320)

Dr. Edwin L. Rumpf, Director
Division of Vocational and Technical
Education, BATVE
Washington, D. C.

PANELISTS

Dr. Robert Faine
Regional Dental Consultant
Region X
Seattle, WA 98101

John A. Schultheis
Farm Credit Banks
Spokane, WA
RI 7-7141

Honorable Wes Uhlman, Mayor
Seattle, WA
583-2660

James Williams, Director
Seattle O. I. C.
Seattle, WA
EA 3-8250

Thomas L. Scanlon, Director
Education & Research
Salem, OR

Dr. John R. Marks, Director
Div. Mental Retardation &
Child Development
Boise, ID (384-2256)

Mr. Louis D. Stewart
Educational Director AFL-CIO
Olympia, WA (MU 2-6200)

Lyle Rader
Farm Operator
Tacoma, WA
WE 2-8536

John Spellman
King County Excutive
Seattle, WA

Carroll Fader
Ketchikan Gateway Borough Schools
Box 2550,
Ketchikan, Alaska 99901

Phillip Rockefeller
Asst Regional Director
Health, Education & Welfare
Seattle, WA (442-0490)

Mrs. Harriet Jaquette
State Advisory Council on VE
Seattle, WA (AD 2-3200)

Mr. James Henderson
Director of New Careers Project
Seattle, WA (EA 9-3500)

Participants

Mr. Glenn Adams
Everett Community College
801 Wetmore Ave.
Everett, WA

Mr. Ronald Adcock
State Of Idaho
Dept. of Special Services
Nampa, ID
384-3375

Mr. Hugh Albrecht
Occupational Skills Center
13812-51st Ave. So.
Seattle, WA
ch4-6100

Ms. Marianne Andrews
Coordinating Council for
Occp. Education,
P.O. Box 248
Olympia, WA
753-5670

Mr. Allen Apodaca
Program Officer
Office of Education
583 0402

Mrs. Jean Bakke
Coordinating Council for
Occupational Education
Kirkland, WA
--

Urban Bartholet
Washington State Employment
Dept.
Olympia, WA
753-5207

Mr. Raymond Beckles
S.O.I.C.
2332 - 23 Ave. E.
Seattle, WA
EA3-8250

Mr. Leonard Beil
Peninsula College
Port Angeles, WA
452-9277

Mr. Lawrence R. Belka
Bellingham Technical School
Bellingham, WA
734-9900

Mr. Arthur Binnie
Green River Community College
Auburn, WA
TE3-9111

Mr. Charles Blondino
Office of Supt. of Public Inst.
Box 527
Olympia, WA
753-7393

C. A. Bradley
Seattle Community College
1718 Bdwy.
Seattle, WA
587-3825

Mr.Orval Bradley
College of Southern Idaho
P. O. Box 1238
Twin Falls, ID
733-9554

Mr. Archie Breslin
Coord. Council for Occup. Ed.
P. O. Box 248
Olympia, WA
753-5680

Ms. Carol Boushey
Future Homemakers of America
717 Boyd Ave.
Sumner, WA
UN3-7225

Participants

Mr. Bruce Brennan
Tacoma Public Schools
1101- So. Yakima
Tacoma,WA
BR2-9367

Mr. Joe Brisson
Northshore School Dist.#417
10710 Sunrise Dr.
Bothell, WA
485-1431

Lopee Bruce
Frank Bruce Shop
4002 U. Way
Seattle, WA

Mr. Billy Caldwell
SOIC
1102-23 Ave.
Seattle, WA
EA5-2821

Imogene B Campbell
Bureau of Indian Affairs
2716 Eastlake Ave. E.
Seattle, WA
583-7573

Mr. Warren Clements
Area Manpower Inst. for
Development of Staff
710 S.W. Lindsey
Portland, OR

Mr. Curtis Coates
Program Officer, OE,HEW
1321-2 Ave.
Seattle,WA
588-0456

Mr. Robert L. Crain
U.H. School Dist.#5
Milwaukie, OR
659-3330

Alberta Creighton
Washington Congress Parents
Tacoma, WA

Albin Danielson
Wash. Com. Col.
Spokane, WA
456-2872

Alberto Del Valle
Active Mexicanos
6310 Empire Way So.
Seattle,WA
PA3-6262

Mr. Carl Devin
Lower Columbia College
P. O. Box 1361
Longview, WA
636-4185

M. Donat
Wash. Assoc. Admin. of
Spec. Education
1219 E. Division
Mt. Vernon, WA
336-2686

J. A. Duncan
Seattle Public Schools
815- 4th Ave. N
Seattle, WA
587-4277

D. Dunham
Oregon Vocational Assn.
942 Lancaster Dr. N. E.
Salem, OR
378-3597

Jerr Evans
School District #123
415 Kinball
Caldwell, ID
459-0713

Participants

Virginia Evans
S. O. I. C.
2332 E. Madison
Seattle, WA

Mr. Vernon F. Exner
Advisory Council on
Vocational Education
413 Idaho Street
Boise, ID

Carroll C. Fader
Ketchikan Gateway
Borough Schools
130X 2550
Ketchikan, Alaska

Dr. Robert C. Faine
NIH, Region X
1321 2nd Ave.
Seattle, WA

Dr. Richard C. Falk
Tacoma Community College
5900 So. 12th.
Tacoma, WA

Pat L. Fernan
Future Homemakers of America
Silverdale, WA

Patsy Fitzwater
Oregon PTA
603 Loyalty Bldg.
West Linn, OR

Dury A. Fox
Renton Public Schools
435 Main Street
Renton, WA

Benjamin Franklin
S. O. I. C.
2332 E. Madison
Seattle, WA

Gloria F. Gaupp
Seattle Christian School
19639 28th South
Seattle, WA

Mr. Robert H. Geiman
Library Services, USOE
1321 2nd Ave.
Seattle, WA

Karen K. Giles
Future Homemakers of America
9425 56th St. Snohomish
Snohomish, WA

Dr. Theodore E. Glim
Shoreline Public Schools
N.E. 158th & 20th Ave. N.E.
Seattle WA

Kathleen D. Gordon
Confederated Tribes of
Umatilla
P. O. Box 520
Pendleton, OR

Grace G. Granberg
Home & Family Life
Vocational Education
University of Wash.

Brenda J. Green
NAACP
5329 N.E. Union
Portland, OR

Participants

Fred Haley
Brown & Haley, Inc.
110 E. 26th
Tacoma, WA 98421

Homer J. Halverson
Fort Stelilacoom Comm.Col.
6010 Mt. Tacoma Dr.
Tacoma, WA
JU8-3623

Clyde H. Hamlette
State Dept. of L & I
315 E.
Olympia, WA
753-6306

Milo V. Hanson
U.S. Dept. of Labor
Bureau of Apprenticeship
2006 Smith Tower
Seattle, WA
583-4756

Clarence E. Haught
No. Idaho Junior College
Coeur d'Alene, Idaho
667-7422

Robert E. Hawk
Blue Mt. College
P.O. Box 100
Pendleton, OR
267-1260

James B. Henderson
New Careers Seattle
1107 E. Columbia St.
Seattle, WA
EA 9-3500

Elizabeth Hendrix
Allied Furniture Clinic
Seattle, WA
EA 4-4900

Froylan Hernandez
Active Mexicanos
6310 Empire Way So
Seattle, WA
PA 3-6262

James J. Hill
Juneau-Douglas Comm.
Junior College
5th & Franklin
Juneau, Alaska
586-2235

Quentin M. Hill
U.S.O.E.
1321 2nd Avenue
Seattle, WA
583-0460

Marvinia Hunter
Seattle Public Schools
(Central Region)
1729 17th Avenue
Seattle, WA
EA 4-9312

Roy D. Irons
State Director
State Board for Voc. Ed.
518 Front Street
Boise, Idaho
208-384-3216

Harriet S. Jaquette
State Advisor
Council on Voc. Ed.
Mercer Island, WA
AD 2-3200

Eddie D. James
Intermediate School
District #110
100 Crockett Street
Seattle, WA
284-3660

Participants

Dorothy H. Johnson
C.E.C.
Shoreline Schools
Seattle, WA
EM 2-7900

Wallace L. Johnson
S.O.I.C., Inc.
2332 E. Madison St.
Seattle, WA
EM 3-8250

Wayne C. Johnson
Shoreline Community College
16101 Greenwood Ave. No.
Seattle, WA
546-4561

James W. Johnston
Seattle Urban Academy
Battelle Mem. Inst.
4000 - 41st N. E.
Seattle, WA
La 5-3130

Gerwyn A. Jones
Intermediate Dist. 102
P. O. Box 688
Walla Walla, WA
JA 5-1320

Jack E. Jones
Bonner County School
District #82
McFarland Building
Sandpoint, Idaho

Irwin J. Juilfs
School District 4-J
Eugene, Oregon

Glenn Karn
State of Idaho
Dept. of Special Services
Statehouse
Boise, ID 83707

Harvey A. Kaul
South Kitsap School
Dist. #402
Port Orchard, WA 98366

Bernard E. Kelly, Director
DHEW, Region X
Seattle, WA 98101
442-0420

Sam Kerr, Program Officer
Office of Education
Vocational Education
Region X
Seattle, WA 98101
442-0456

Don Kimball
Springfield Public Schools
525 Mill Street
Springfield, OR
747-3331

Joe J. King
1414 So. Cherry
Seattle, WA
943-1600

O. E. Kjos
Coordinator Vocational Education
University of Idaho
Moscow, Idaho
885-6556

Participants

Eugene J. Kosy
Washington Vocational Assn.
Central Washington State College
Ellensburg, WA

Les Kovach
Renton Vocational Technical Inst.
3000 N. E. 4th St.
Renton, WA

Ernest G. Kramer, State Director
Occupational Education
P. O. Box 248
Olympia, WA

Leonard E. Kunzman
Oregon Board of Education
942 Lancaster Drive
Salem, Oregon

Sumiko Kuriyama
Delta Kappa Gamma Society
2237 Eastmont Way West
Seattle, WA

Ernest F. LaPalm
State Employment Service
P. O. Box 367
Olympia, WA

Mimi J. Laners
Model Cities
1700 Cherry East
Seattle, WA

Leslie A. Larsen
School District 391
800 Bunker Avenue
Kellogg, Idaho

David E. Leavitt
Program Officer, OE-MDTA
1321- 2nd Avenue
Seattle, WA

Peter S. Leyton
S.O.I.C.
2332 E. Madison
Seattle, WA

Robert W. Loescher
Tlingit-Haida Indians
P. O. Box 529
Juneau, AK

Dawn A. J. Long
Medical Dental Bldg.
Seattle, WA

Margie V. Lowrance
Box 856
Olympia, WA

John A. McDaniel
State Dept. of Vocational Education
518 Front Street
Boise, ID

Kenneth G. McDonald
Shoreline Public Schools
N. E. 158 & 20 Ave. N. E.
Seattle, WA

Lester W. McIntosh
DHEW-SRS
1321- 2nd Avenue
Seattle, WA

Hunter Mock
Lake Washington VT
P. O. Box A
Kirkland, WA

Iris Nichols
Medical Dental Bldg.
Seattle, WA

Ralph O'Brien
Seattle University
Seattle, WA

Robin Pasquarella
Program Analyst
IOCA-ORD, DHEW
Seattle, WA

Frank Pierce
Employment Service
P. O. Box 367
Olympia, WA

Herbert Pruett
Oregon Vocation Assn.
Eugene, OR

Lannes Purnell
Ellensburg School District
Ellensburg, WA

Lyle Rader
Farmer
3307 - 54 Ave. E.
Tacoma, WA

Mrs. Fred Radke
Rt. 4, Port Angeles, WA

Tim Renberg
Distributive Education
Olympia, WA

Tom Reveles
Region X, HEW
1321 - Second Ave.
Seattle, WA 98101

W. Rodgers
Idaho Voc. School
Box 572
Iona, ID

Phillip Rockefeller
DHEW
1321- 2nd Ave.
Seattle, WA

J. Rucker
Idaho State University
Pocatello, ID

Ed Rumpf
U. S. Office of Education
Washington, D. C.

J. Rutherford
Wenatchee School District #246
Wenatchee, WA

Oliver Schear
Coordinating Council for
Occupational Education
Olympia, WA

James Scott
Highline Community College
30425 - 21 Ave. S. W.
Federal Way, WA

James Seeley
S.O.I.C.
3627 - 1st Ave. So.
Seattle, WA

Robert Shannon
Vocational Industrial Clubs
Tacoma, WA

John Schultheis
Farm Credit Banks
W. 705 - 1st
Spokane, WA

Helen Shelton
Washington Assn. Teachers
Seattle, WA

Marion Shinn
Lewis Clark School
Lewiston, ID

N. Simmons
5616 - 20 St. E.
Tacoma, WA

Edward Singler
88 So. Main St.
Seattle, WA

Participants

Ray Smith
Bellingham Technical
Bellingham, WA

Flossie C. Snipes
1133 - 23 South
Seattle, WA

Wilbur M. Snyder
Clover Park Vocational Tech.
4500 Steilacoom Blvd.
Lakewood Center, WA

Mr. John Spellman
King County Executive
401 King County Courthouse
Seattle, WA

Tyman L. Stephens
P. O. Box 27
Port Orchard, WA 98366

Louis O. Stewart
AFL-CIO
2700 First Avenue
Seattle, WA 98121

Allen Suver
Bellevue Community College
1900 Federal Ave. E.
Seattle, WA 98102

William R. Swenson
Idaho State Board for VE
518 Front St.
Boise, ID 83702

Orieanna C. Syphax
U. S. Office of Education
7th & D St. S. W.
Washington, D. C. 20202

Zoltan Szigethy
DHEW
2nd & Union
Seattle, WA 98101

Larry E. Tadlock
Public Schools
Box 777
Zillah, WA

Cliff Tafoya
Office of Education
1321- 2nd Ave.
Seattle, WA 98101

Harvey G. Thiel
Office of Education
1321 - Second Ave.
Seattle, WA 98101

Samuel O. Thompson
2332 E. Madison
Seattle, WA

Lyle M. Tinker
Governor's Manpower Coordination
Committee, P. O. Box 367
Olympia, WA 98501

Wallace H. Thoemke
Division of Vocational Education
Box 248
Olympia, WA

Gareth D. Thorne
Rainier School
P. O. Box 600
Buckley, WA

Douglas C. Towne
710 S. W. Second
400 Lindsay Bldg.
Portland, Oregon 97204

Ray W. Turner
Vocational Rehabilitation Service
209 Eastman Bldg.
Boise, ID 83704

Hiram L. Tuttle
Washington State Board of
Education, P. O. Box 622
Kirkland, WA 98033

Paul Vernon
Idaho Advisory Board to State Board
of Vocational Education
16221 Warm Springs Ave.
Boise, ID 83702

Participants

Eugene Vinarskai
Washington Co. Interim Ed. Dist.
172 So. First St.
Hillsboro, OR 97116

Dean F. Wagaman
State Division of Vocational Education
Old Capitol Bldg.
Olympia, WA 98501

Robert J. Wallenstein
Big Bend Community College
Moses Lake, WA 98837

Ronald R. Waller
DHEW
1321- 2nd Ave.
Seattle, WA 98101

Jeff C. Washington
2332 East Madison
Seattle, WA 98122

Louis E. Weissman
DHEW
1321- 2nd Ave.
Seattle, WA 98101

Harold E. Wenzel
Aberdeen School Dist. #5
216 North G St.
Aberdeen, WA 98520

Howard E. White, Jr.
Garfield High School
400 - 23 Ave.
Seattle, WA

Kirk E. White
P. O. Box 248
Olympia, WA 98501

James L. Williams
3223 E. Madison
Seattle, WA

Frank H. Wimer
P. O. Box 248
Olympia, WA 98501

Robert M. Wing
Bellevue Public Schools
310 - 102 N. E.
Bellevue, WA 98004

Jay M. Wood
Box 248
Olympia, WA

John E. Wood
Lake Washington School District
Kirkland, WA 98033

Ben A. Yormark
Highline Schools
P. O. Box 6100
Seattle, WA 98148

Dr. John S. Zapp
DHEW
7th & D S. W.
Washington, D. C. 20202

William J. Zimmerman
Ken School District
508 N. Central
Renton, WA

Richard J. Zook
4140 E. Marginal Way
Seattle, WA 98125